

## Bethany Elementary

337 Maynard Grayson Road  
Clover, South Carolina 29710

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	297 Students	
<b>Principal</b>	Cathy P. McCarter	803-222-4093
<b>Superintendent</b>	Dr. Vickie Phelps	803-222-7191
<b>Board Chair</b>	Jeffrey M. Siegrist	803-831-9383

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
5	47	31	3	0

## IMPROVEMENT RATING

**UNSATISFACTORY**

## ADEQUATE YEARLY PROGRESS

**YES**

This school met 11 out of 11 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Excellent	Good	Yes
<b>2004</b>	Good	Unsatisfactory	Yes
<b>2005</b>	Good	Unsatisfactory	Yes
<b>2006</b>	Good	Unsatisfactory	Yes

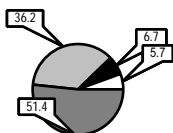
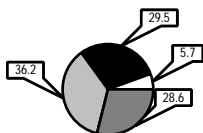
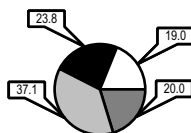
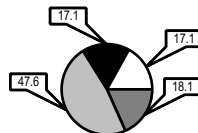
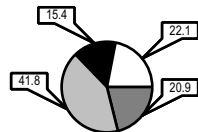
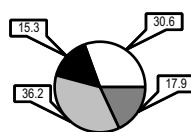
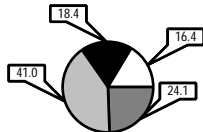
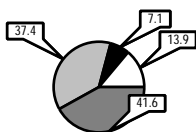
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	111	100.0	5.7	36.2	51.4	6.7	74.3	Yes	Yes
<b>Gender</b>									
Male	48	100.0	12.8	38.3	44.7	4.3	63.8	N/A	N/A
Female	63	100.0	0.0	34.5	56.9	8.6	82.8	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	102	100.0	6.1	37.8	49.0	7.1	72.4	Yes	Yes
African American	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	96	100.0	2.2	36.7	54.4	6.7	78.9	N/A	N/A
Disabled	15	100.0	26.7	33.3	33.3	6.7	46.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	111	100.0	5.7	36.2	51.4	6.7	74.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	108	100.0	5.9	36.3	51.0	6.9	73.5	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	42	100.0	10.8	54.1	32.4	2.7	62.2	I/S	Yes
Full-pay meals	69	100.0	2.9	26.5	61.8	8.8	80.9	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	111	100.0	5.7	36.2	28.6	29.5	71.4	Yes	Yes
<b>Gender</b>									
Male	48	100.0	6.4	34.0	29.8	29.8	70.2	N/A	N/A
Female	63	100.0	5.2	37.9	27.6	29.3	72.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	102	100.0	6.1	34.7	28.6	30.6	71.4	Yes	Yes
African American	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	96	100.0	4.4	32.2	33.3	30.0	77.8	N/A	N/A
Disabled	15	100.0	13.3	60.0	0.0	26.7	33.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	111	100.0	5.7	36.2	28.6	29.5	71.4	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	108	100.0	5.9	35.3	29.4	29.4	70.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	42	100.0	16.2	35.1	29.7	18.9	59.5	I/S	Yes
Full-pay meals	69	100.0	0.0	36.8	27.9	35.3	77.9	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	111	100.0	19.0	37.1	20.0	23.8	43.8
<b>Gender</b>							
Male	48	100.0	23.4	36.2	14.9	25.5	40.4
Female	63	100.0	15.5	37.9	24.1	22.4	46.6
<b>Racial/Ethnic Group</b>							
White	102	100.0	20.4	34.7	20.4	24.5	44.9
African American	3	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	96	100.0	16.7	37.8	20.0	25.6	45.6
Disabled	15	100.0	33.3	33.3	20.0	13.3	33.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	111	100.0	19.0	37.1	20.0	23.8	43.8
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	108	100.0	19.6	36.3	20.6	23.5	44.1
<b>Socio-Economic Status</b>							
Subsidized meals	42	100.0	35.1	45.9	8.1	10.8	18.9
Full-pay meals	69	100.0	10.3	32.4	26.5	30.9	57.4

<b>Social Studies</b>							
All Students	111	100.0	17.1	47.6	18.1	17.1	35.2
<b>Gender</b>							
Male	48	100.0	17.0	40.4	21.3	21.3	42.6
Female	63	100.0	17.2	53.4	15.5	13.8	29.3
<b>Racial/Ethnic Group</b>							
White	102	100.0	18.4	46.9	16.3	18.4	34.7
African American	3	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	96	100.0	15.6	47.8	20.0	16.7	36.7
Disabled	15	100.0	26.7	46.7	6.7	20.0	26.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	111	100.0	17.1	47.6	18.1	17.1	35.2
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	108	100.0	17.6	48.0	16.7	17.6	34.3
<b>Socio-Economic Status</b>							
Subsidized meals	42	100.0	29.7	45.9	18.9	5.4	24.3
Full-pay meals	69	100.0	10.3	48.5	17.6	23.5	41.2

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	55	100.0	1.9	17.3	55.8	25.0	80.8
	4	64	100.0	20.0	50.0	25.0	5.0	30.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	52	100.0	9.6	19.2	61.5	9.6	71.2
	4	59	100.0	1.9	52.8	41.5	3.8	45.3
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	55	100.0	1.9	36.5	48.1	13.5	61.5
	4	64	100.0	15.0	31.7	33.3	20.0	53.3
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	52	100.0	7.7	40.4	25.0	26.9	51.9
	4	59	100.0	3.8	32.1	32.1	32.1	64.2
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	55	100.0	21.2	40.4	26.9	11.5	38.5
	4	64	100.0	30.0	41.7	15.0	13.3	28.3
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	52	100.0	19.2	32.7	23.1	25.0	48.1
	4	59	100.0	18.9	41.5	17.0	22.6	39.6
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	55	100.0	1.9	50.0	23.1	25.0	48.1
	4	64	100.0	20.0	56.7	20.0	3.3	23.3
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	52	100.0	17.3	40.4	17.3	25.0	42.3
	4	59	100.0	17.0	54.7	18.9	9.4	28.3
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 297)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.8%	Up from 0.4%	2.6%	2.8%
Attendance rate	96.0%	Down from 96.3%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.5%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.5%	0.0%
Eligible for gifted and talented	17.9%	Down from 18.3%	15.8%	10.4%
On academic plans	28.6%	N/AV	27.2%	33.6%
On academic probation	N/A	N/AV	0.0%	1.0%
With disabilities other than speech	4.8%	Up from 3.1%	7.3%	7.5%
Older than usual for grade	0.0%	No change	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 24)</b>				
Teachers with advanced degrees	66.7%	Up from 60.0%	55.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	2.6%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	84.0%	Down from 86.8%	88.7%	87.3%
Teacher attendance rate	97.4%	Up from 89.3%	95.1%	94.9%
Average teacher salary	\$46,949	Up 6.9%	\$43,042	\$42,485
Prof. development days/teacher	21.3 days	Up from 15.0 days	12.6 days	13.3 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	6.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 21.0 to 1	19.6 to 1	18.6 to 1
Prime instructional time	90.6%	Up from 82.2%	90.1%	89.7%
Dollars spent per pupil*	\$7,975	Down 2.4%	\$6,161	\$6,557
Percent of expenditures for teacher salaries*	62.6%	Down from 66.2%	64.7%	64.0%
Percent of expenditures for instruction*	66.1%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	Down from Yes	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	7.8%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Academic achievement and student engagement are the focus of Bethany Elementary School. The Bethany community, staff, and students are proud of their accomplishments and are committed to the belief that all children can be successful in school. High expectations for student performance are evident. Bethany students continue to score above the state average on the Palmetto Achievement Challenge Tests and have been recognized by the Education Oversight Committee for closing the achievement gap. Students at Bethany continue to compete in local academic events such as our annual Battle of the Books. Students are also recognized for their display of artwork at the district art show, while others are published in The Southern Sampler and in the local newspapers.

While academics are our focus, Bethany students are also encouraged to grow in other areas. Opportunities to experience success beyond the classroom are available through student council, safety patrol, art club, and chorus. A morning television program is fully produced and operated by our students. Students support their community through their participation in service learning projects such as Hop for Leukemia, holiday food drives, and recycling projects. Character education is also a vital part of our school with administrators and teachers emphasizing a new character trait each month.

Since the staff of Bethany Elementary School has adopted student engagement as its core business, all professional development has focused on this topic. Teachers have attended a variety of professional development conferences and workshops throughout the year. In addition to this focus, our teachers continue to pursue advanced degrees, participate in professional book studies, and work together as colleagues.

Parent and community involvement is an essential element of the school's character. A dedicated PTO and School Improvement Council continue to provide leadership and vision in the quest for excellence at our school.

During the upcoming school year, we will continue to seek ways to meet the needs of our students as we strive to provide a quality education for the students of Bethany Elementary School.

Cathy P. McCarter, Principal  
Lisa Bryant, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	27	56	52
Percent satisfied with learning environment	88.9%	91.1%	94.2%
Percent satisfied with social and physical environment	100.0%	92.7%	92.3%
Percent satisfied with school-home relations	96.2%	91.1%	90.2%

\*Only students at the highest elementary school grade level at this school and their parents were included.